

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Charleston Progressive Academy

District: Charleston

Principal: Wanda Wright-Sheats

Superintendent: Dr. Nancy J. McGinley

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

The following information must be included in the rationale:

- **Summary of demographic information from 2007 School Report Card**

Charleston Progressive Academy (CPA) is a District magnet school located in Historic Charleston. The enrollment is 256 students in grades K thru 8. Since CPA is a magnet school, it receives students from within the District's attendance lines. The current student ratio is 98% African American, 1% Hispanic and 1% other. The enrollment for middle school is 115 students. There are seven EMD self-contained students who are included in the regular education Science and Social Studies classes. Every content area has two teachers for a total eight on the middle school level. Seven other faculty members serve the middle school students which include: a Spanish, Art, Technology and PE teacher; a Guidance Counselor, Media Specialist and a LD Resource teacher also serve middle school students. Class sizes average no more than twenty students. The school's administrative team is comprised of a principal, assistant principal and a lead teacher.

The 2006 Annual School Report Card was the first for the middle school at Charleston Progressive. The school made Adequate Yearly Progress (AYP) but received an absolute rating of Unsatisfactory. The Improvement rating was Below Average. On the 2007 Report Card the absolute rating remained unsatisfactory and the improvement rating decreased to unsatisfactory as well. CPA met 8 out of the 13 objectives needed to make AYP. The subgroups that were not met are student performance and teacher quality. Seventy-nine percent of the students receive free or reduced lunch.

3 – Year Data For Charleston Progressive Academy -Middle

Chart 1

ELA Grade	Percent Below Basic			Percent Basic			Percent Proficient and Advanced		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
6	43.6	51.2	24.2	41	39.5	39.4	15.4	9.3	36.3
7	45.5	28.6	39.5	38.5	54.2	58.1	15.9	17.1	2.3
8	14.3	38.6	31.4	57.1	50	60	28.6	11.4	8.6

Social Studies	Percent Below Basic			Percent Basic			Percent Proficient and Advanced		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
6	43.6	36.4	16.7	53.8	45.5	55.6	12.8	18.2	27.8
7	45.5	73.3	54.3	28.9	26.7	43.5	2.2	0	2.2
8	14.3	68.2	72.7	57.1	31.8	27.3	9.5	0	0

Math Grade	Percent Below Basic			Percent Basic			Percent Proficient and Advanced		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
6	33.3	41.9	37.1	48.7	44.2	34.3	17.9	14.0	28.6
7	43.2	37.8	34.8	47.7	40	54.3	9.1	22.2	10.7
8	57.1	58.7	38.1	37.1	0	47.6	5.7	41.3	14.3

Science Grade	Percent Below Basic			Percent Basic			Percent Proficient and Advanced		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
6	74.4	71.4	61.1	23.1	28.6	5.6	2.6	0	33.4
7	64.4	64.4	41.3	23.9	33.4	47.8	11.1	2.2	10.9
8	53.5	68	66.7	37.2	28	23.8	9.3	4	9.5

Data Analysis

When comparing the 2006 and 2007 PACT scores to write the original FSRP, data that stood out includes the significant undesirable increases in Below Basic in grades 6 and 8 and the minor increases in the Proficient and Advanced categories. The pink shaded areas indicate negative gains of five or more percentage points and the yellow shaded areas indicate positive percentage increases or decreases.

Grade 6 - Experienced increases in the below basic category in all areas except for Science and Social Studies. ELA and Math experienced increases in the below basic category averaging 8%. Social Studies faced a 5.4% increase in the Proficient/Advanced category, which was the only increase in social studies on the middle school level.

Grade 7 –The greatest negative gain that this grade level experienced was Social Studies with 28% more students scoring below basic. In Science the below basic percentage remained the same but the Proficient/Advanced category also decreased by 9% (Chart 1). Apparently these students moved backward to the basic category. The most significant increase for the middle school at CPA was made in math. Seventh graders experienced a 14% gain in the Proficient/Advanced category between 2006-2007 years.

Grade 8 –Students experienced double digit gains in ELA (27%), Social Studies (54%), and Science (15%) in the Below Basic category between 2006 and 2007 (Chart 1). This level experienced increases in the Proficient/Advanced only in math. Overall, 50% of the students on the 8th grade level scored Below Basic in three of the four subject areas on PACT in 2007. These students are no longer at CPA.

After receiving the 2008 PACT scores (Chart 1) the data showed decreases in the below basic category in every grade and subject except 7th grade ELA and 8th grade social studies. The basic category reflected increases in every grade level and subject except for 8th grade social studies. Even though 6th grade science experienced a decrease in basic scores, the movement went to the proficient/advanced category, which reflects a positive growth. 7th and 8th grade ELA experienced significant decreases in the proficient/advanced category.

The revised FSRP goals were designed to increase student achievement and were written based on the 2008 PACT scores. A FSRP goal was written for grade levels and subjects that experienced minimum growth in the proficient/advanced category and increases in below basic category. Therefore CPA's revised goals target the following current levels: Math – Grades 6 and 7; ELA – Grades 6, 7, and 8; Science - Grades 6 and 7; and Social Studies - Grade 8.

The principal's and district's goals were created to support student achievement by: consistent monitoring through observations, providing feedback on instructional observations, providing professional opportunities and resources. With a systematic approach to interventions through flex grouping based on data analysis, Charleston Progressive is expected to meet its goals.

The chart below was revised based on CPA's current middle school students. These students were in grades 5 – 7 in the 2007/2008 school year. We based our revised goals on the most current PACT data.

CHART 2

Subject	% BB 2007	% BB 2008	# BB1	# BB2	% B 2007	%B 2008	# B	% Prof/Adv 2007	% Prof/Adv 2008	# Students
ELA – 6 th	24	12	1	2	52	60	14	24	28	7
Math	27	37	7	6	55	25.9	8	18	37	10
Science	44	50	2	5	44	28.6	4	13	19.4	5
SS	65	30.8	1	3	29	38.5	5	6	30.4	6
ELA – 7 th	51	24.2	5	2	40	39.4	13	9	36.3	12
Math	42	37.1	3	9	44	34.3	12	14	28.6	10
Science	71	61.1	9	2	29	5.6	1	0	33.4	6
SS	36	16.7	1	2	45	55.6	10	18	27.8	5
ELA – 8 th	42	39.5	8	8	44	58.1	25	14	2.3	1
Math	35	34.8	5	9	42	54.3	25	23	10.7	5
Science	63	41.3	7	13	35	47.8	22	2	10.9	4
SS	72	54.3	10	16	28	43.5	20	0	0	1

This chart reflects students currently enrolled at Charleston Progressive Academy

Summary of Process Used to Develop the FSRP and the Persons Involved

The development of the 2008-2009 FSRP began with the analysis of our current school report card and our 2007-2008 MAP data. The middle school teachers were divided into three groups to formulate the goals. The principal worked with the teachers who developed the English/Language Arts academic goal. However, the administrators and middle school teachers concluded after viewing the preliminary 2008 PACT data, it was necessary that an additional goal needed to be developed for 8th grade Social Studies. The lead teacher assisted the teachers in revising the Science academic goal. The assistant principal assisted the teachers in revising the Mathematics academic goal. All goals have been revised based on the current data which includes the Spring 08 MAP and PACT 2008 scores.

Mathematics

After analyzing the data from fall 2007 and spring 2008 math MAP assessment it was apparent great focus needed to be placed in this area for the selected groups of students. According to the current MAP spring Data 30% of the students in grades 6 and 7 demonstrated mastery in math by increasing one or more RIT Band Levels as indicated by comparing fall and spring MAP assessments.

This year our goal is at least 50% of the students will increase one or more RIT Band levels. Teachers will be expected to implement the following in order to achieve this goal: RIT Band grouping within the classroom from MAP spring data, re-teach deficiency strands, attend professional development and maintain a data notebook on each student. Teachers will provide individualized instruction according to the RIT Band range. The students will change RIT Band groups based on their fall and winter MAP performance in order to provide continuous ability leveled instruction. Administrators and the lead teacher will monitor the strategies through focus walk observations, lesson plans and student performance on fall, and winter MAP assessments and provide opportunities for professional development.

English /Language Arts

After analyzing the 2008 PACT results, students were given the STAR Assessment in August and September 2008. There are 115 students in grades 6 – 8. 50% or 58 of the students scored below average on the STAR Assessment. The preliminary 2008 PACT data shows that 25% of the current students in grades 6 – 8 scored below basic, 53% scored basic and 22% scored proficient or advanced. In analyzing the spring 2008 MAP data it was apparent that word analysis was an area of weakness for students.

With this current data the administration and teachers realized more rigor and a systematic approach to ELA instruction is necessary in order to improve student achievement. Implementing a balanced literacy approach, providing professional development opportunities, monitoring the strategies, and continuous analysis of the school's data will give teachers the opportunity to reteach standards that students are struggling in during flex/RIT grouping, thus increasing the percentage of meeting expected progress.

Science

According to our two-year PACT analysis (Chart 1), there was little or no change in the percentage of 8th graders who did not meet standard between year 2007 and 2008. In 6th and 7th grade there was a significant decrease in the percentage of students scoring below basic. It is our desire to continue to decrease the percentage of students scoring below basic. After examining the PACT data for current students (Chart 2) it was revealed that 6th and 7th grade had a larger percentage of students scoring below basic of the three grade levels, therefore we decided to target this population for the FSRP science goal. Teachers will address science deficiencies through flexible groups based on the fall and winter MAP assessments. They will be provided professional development to enhance their instructional practices.

Social Studies

On the 2007 school report card, 68% of students in grade 8 scored below basic which was a 54% increase from 2006 at 14% (Chart 1). There has been a downward trend in student achievement in grade 8 social studies. This goal was added after reviewing 2008 PACT data which showed an increase to 73% in 2008 of the 8th grade students scoring below basic from 68% in 2007. Additionally, the basic category decreased by 5%, going from 32% to 27%. No students scored proficient or advanced in 2007 or 2008.

Adding this goal to the FSRP will support more students meeting the standard in 2009. By integrating ELA and Social Studies instruction, using flexible grouping, monitoring of instructional strategies through observations, providing feedback to the teacher, providing professional development opportunities, and consistently analyzing data to meet deficiencies as they are discovered, it is expected that students will meet expected progress.

How Selected Goals Will Enable the School to Meet Expected Progress

The selected goals will enable the school to meet expected progress by setting high and rigorous expectations for our students to attain. Goals are specific to content areas based on the current data. The administration will monitor classroom instruction for rigor and relevance as it pertains to the goals. Due to the change in the state assessment, PACT to PASS, we are unable to determine how the absolute index will be determined for the 2009 school year. However, all of our strategies have been developed to boost student achievement through the alignment of curriculum standards, instruction and assessments. Formative assessments will be used throughout the school year to monitor student achievement with the expected outcome of significant increases in all core areas.

School Timeline

July 2008

- 3 Day Planning Session
- Disaggregate Preliminary PACT Data
- Spring Board Training
- Vocabulary Development Graduate Course

August 2008

- Middle School Orientation
- Assessment Portfolios
- Classroom Observations & Feedback
- STAR Assessment (Initial)

September 2008

- FALL MAP Testing
- Math Grade Average Report (Interim Report)
- Classroom Observations & Feedback
- Data Analysis Meeting
- STAR Assessment (Initial)
- AR Testing
- Read About Training

October 2008

- Math Grade Average Report (Report Card)
- Classroom Observations & Feedback
- Data Analysis Meeting
- ReadAbout Knowledge Report
- Professional Development – Social Studies & Science Conferences
- AR Test
- Writing Benchmark

November 2008

- Math Grade Average Report (Interim Report)
- Classroom Observations & Feedback
- Data Analysis Meeting
- ReadAbout Knowledge Report
- AR Test

December 2008

- WINTER MAP Testing
- Classroom Observations & Feedback
- Data Analysis Meeting
- AR Test
- STAR Test

January 2009

- Math Grade Average Report (Report Card)
- Classroom Observations & Feedback
- Data Analysis Meeting
- ReadAbout Knowledge Report
- AR Test
- Writing Benchmark

February 2009

- Math Grade Average Report (Interim Report)
- Classroom Observations & Feedback
- Data Analysis Meeting
- ReadAbout Knowledge Report
- Professional Development – Middle School Association Conference
- AR Test

March 2009

- SPRING MAP Testing
- State Writing Test
- Classroom Observations & Feedback
- Data Analysis Meeting
- ReadAbout Knowledge Report
- STAR Test

April 2009

- Classroom Observations & Feedback
- Data Analysis Meeting
- ReadAbout Knowledge Report
- FSRP Implementation Complete

May 2009

- Classroom Observations & Feedback
- Data Analysis Meeting
- ReadAbout Knowledge Report
- PASS Administration

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: By April 1, 2009, 50% of students in grades 6th and 7th will demonstrate mastery in math by increasing one or more RIT Band levels as indicated on the Spring 09 MAP assessment as compared to Fall 08 MAP Assessment.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide computer assisted instruction using the SuccessMaker program.	Teachers-J. Seabrook, AP-C. Thompson S. Flowers Principal-W. Sheats	August 2008	<ul style="list-style-type: none"> ➤ Documentation will kept through the end of the month report from the SuccessMaker program to analyze and used to identify student strengths and weaknesses. ➤ A period in the master schedule will be allocated to students who are low performing to obtain instruction through SuccessMaker program, daily for 50 minutes. ➤ Classroom instruction will be adjusted based upon monthly report findings. Students will be given a set program based on their deficiency strand(s) for each month. <i>J. Seabrook, S. Flowers, C. Thompson, W. Sheats</i>
Reteach, reassess, and provide study skills periods based on data received from MAP assessments from fall and spring.	Teachers-J. Seabrook, AP-C. Thompson S. Flowers Principal-W. Sheats	August 2008	<ul style="list-style-type: none"> ➤ Small skill-based groups will be formed (based on assignment and assessment grades). ➤ Lesson plans will indicate the skill(s) being retaught and reassessed in order to attain student mastery. ➤ Professional development will be provided for all core content teachers in analysis and use of disaggregated data based on the results from spring assessment. <i>J. Seabrook, S. Flowers, C. Thompson, W. Sheats</i>
Attend CCSD professional development (PD) sessions, the South Carolina Council of Teachers of Mathematics Conference, and the South Carolina Middle School Association Conference.	Teachers-J. Seabrook, AP- C. Thompson S. Flowers Principal-W. Sheats	August 2008	<ul style="list-style-type: none"> ➤ Agendas and handouts will be the indicators for this strategy. ➤ Teachers will share information from professional development sessions and conferences with colleagues.

	Teachers-J. Seabrook, AP- C. Thompson S. Flowers Principal-W. Sheats		<ul style="list-style-type: none"> ➤ Teachers will also utilize newly learned strategies with students. ➤ Administrators and Lead Teacher will conduct weekly observations to determine implementation of strategies. ➤ Teachers will receive immediate feedback and suggestions from observations. The CCSD Observation Log will be used as a measure to track performance. <i>J. Seabrook, S. Flowers, C. Thompson, W. Sheats</i>
Monitor class assignments, assessments, grades, and MAP performance for fall and spring.	Teachers-J. Seabrook, AP- C. Thompson S. Flowers Principal-W. Sheats	August 2008	<ul style="list-style-type: none"> ➤ Teachers will turn in their weekly lesson plans to reflect the coherent curriculum, state standards and deficiency strands identified from MAP fall and winter assessments ➤ MAP reports will be analyzed in order to determine weaknesses that need to be addressed in the small skills-based groups ➤ Student will also keep a portfolio of MAP scores ➤ Students will be given individualized instruction utilizing De Cartes according to their RIT Band range ➤ Documentation will include: lesson plans, student portfolios and MAP Reports. <i>J. Logan, J. Seabrook, S. Flowers, C. Thompson, W. Sheats</i>
Implement Balanced Numeracy Program.	Teachers-J. Seabrook, AP- C. Thompson S. Flowers Principal-W. Sheats		<ul style="list-style-type: none"> ➤ Teachers will utilize common planning time to plan instruction. ➤ The team will utilize a thematic approach to cross curriculum in all core content areas ➤ There will be a theme covering all core content state standards quarterly. In order to ensure interdisciplinary teaching across the curriculum ➤ Daily agendas on board will reflect balanced approach to math ➤ Documentation: lesson plans, thematic plans, and observation logs with notations of balanced numeracy instruction. <i>J. Logan, J. Seabrook, S. Flowers, C. Thompson, W. Sheats</i>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2:

By April 1, 2009, 60% of students in grades 6, 7, and 8 will increase at least one grade level on Initial Reading as measured by the STAR Assessment. **NOTE: STAR assessments will be administered in September 2008 and March 2009.**

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Implement the Accelerated Reader Program in conjunction with the district's 25 Book Campaign initiative.	Teachers-A. Elmore/Literacy ELA Teacher Principal-W.Sheats	August 08	Increasing and monitoring leveled reading supports achievement of this goal. <ul style="list-style-type: none"> ➤ Reading charts will be displayed in the ELA classrooms indicating students' progress ➤ AR Folders will be kept by each student ➤ Parental reports will be sent home quarterly of students' progress in AR and Read About ➤ Administrators will monitor reading progress quarterly and provide incentives. ➤ Documentation: AR and Read About reports <i>A. Elmore, C. Coakley, TBA, H. Taylor</i>
Integrate ELA and Social Studies instruction by utilizing the technology based reading program, ReadAbout, at least 50 minutes a day.	Teachers-A. Elmore/Literacy ELA Teacher, C. Coakley, H. Taylor Principal-W.Sheats	Sept. 2008	The Student Knowledge Report from Read About will be analyzed weekly to identify strengths and weaknesses. <ul style="list-style-type: none"> ➤ Class schedules will indicate Read About instruction ➤ Reports will be a part of ELA and Social Studies data portfolio ➤ Read About instruction will be implemented during an extended ELA period for 50 minutes a day ➤ Administrators and Lead Teacher will conduct weekly classroom observation to determine implementation of Read About strategies ➤ Teachers will receive immediate feedback and suggestions from observations. The CCSD Observation Log will be used as a measure to track performance. ➤ Documentation: Read About reports, class

			schedules, and administrator's observation logs. <i>A. Elmore, C. Coakley, ELA Teacher, H. Taylor</i>
Implement and provide ongoing professional development on balanced literacy framework.	Principal - W. Sheats, AP-C. Thompson	August 2008	<p>Instruction will include writing, guided reading, independent reading and word analysis/vocabulary.</p> <ul style="list-style-type: none"> ➤ Instructional calendars, teachers' web page and lesson plans will indicate content specific Balanced Literacy components. ➤ Read Alouds will be conducted at least three times a week for 3 – 5 minutes in ELA and Social Studies classes. ➤ Quarterly writing assessments will be administered and assessed based on 6 traits + 1 rubric. ➤ Administrators and Lead Teacher will conduct weekly classroom observation to determine implementation of Read About strategies ➤ Teachers will receive immediate feedback and suggestions from observations. The CCSD Observation Log will be used as a measure to track performance. <p><i>A. Elmore, C. Coakley, TBA, H. Taylor</i></p>
Use Interactive notebooks to introduce, teach and evaluate vocabulary.	Teachers-A. Elmore/Literacy ELA Teacher Principal-W. Sheats	August 2008	<p>Interactive notebooks will be reviewed biweekly by the ELA teachers with monthly data on vocabulary averages from the ReadAbout Grading Report.</p> <ul style="list-style-type: none"> ➤ Daily vocabulary study will be incorporated into the ELA instruction. ➤ Word Walls will be utilized as an instructional tool. ➤ Administrators will conduct instructional walk throughs to insure compliance with this strategy and provide feedback to teachers. ➤ Documentation: Inte Grade Pro Grade Book, observation logs of presence of word walls and notebooks. <p><i>A. Elmore, ELA Teacher, W. Sheats, C. Thompson</i></p>
Develop daily flexible ELA groups to meet students' instructional needs.	Principal - W. Sheats, AP-C. Thompson	August 2008	<p>The school schedule will reflect a daily class period for flexible groups in grades 6, 7, and 8. Flexible grouping in ELA supports the achievement of this goal.</p> <ul style="list-style-type: none"> ➤ Deficiency strands in language and reading will indicate grouping of students. ➤ Students will receive specific instruction based on RIT Levels. ➤ Students will receive Flex Grouping instruction three times a week for a 50 minute period. ➤ Documentation: Flex and grouping schedule <p><i>W. Sheats, C. Thompson, J. Logan</i></p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3:

By April 1, 2009, 50% of students in grades 6 and 7 will demonstrate a mastery score of 77% or more on each of the 3 science unit-based benchmark assessments. **Note: Science unit-based benchmark assessments are taken from the 2008-2009 Charleston County School District Coherent Curriculum and are identified as developed using the South Carolina Science Standards. Assessments are correlated to the South Carolina Science Standards.** *(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Develop and administer formative assessments using Glencoe and PACT resources.	Teachers-D. Mitchell, L. Chevis and J. Logan	September 2008	<ul style="list-style-type: none"> ➤ Students will be assessed weekly using quizzes, teacher observation, notebooks or labs. ➤ The analysis of these formative assessments will determine student knowledge and drive teacher instructional decisions. ➤ Documentation will include: science notebooks, quizzes, and Integrate Pro grade book. <p><i>D. Mitchell, L. Chevis and J. Logan</i></p>
Reinforce reading skills in the area of science using Scholastic's ReadAbout.	Teachers-D. Mitchell, L. Chevis, J. Logan	September 2008	<ul style="list-style-type: none"> ➤ ReadAbout will be used to build students' reading skills, namely vocabulary and comprehension skills, in the area of science. ➤ Read About Assessments will be administered to determine effectiveness of program and building science comprehension and vocabulary. ➤ Documentation will be Read About Data Reports <p><i>D. Mitchell, L. Chevis, J. Logan</i></p>
Use interactive notebooks to introduce, teach and enhance science instruction.	Teachers - L. Chevis D. Mitchell	August 2008	<ul style="list-style-type: none"> ➤ Students will be required to keep interactive notebooks that are compiled of focus questions, vocabulary development. data collection and reflection, ➤ Interactive notebooks will be reviewed bi-weekly by the science teacher to determine accuracy of information and the students' level of understanding.

			<ul style="list-style-type: none"> ➤ Teacher will provide written and/or oral feedback to students on science notebooks. ➤ Documentation will be the students' notebooks, administrators' observation forms, teachers' Integrate Pro books and lesson plans. ➤ Daily vocabulary study will be incorporated into the Science instruction. ➤ Word Banks will be utilized as an instructional tool. ➤ Administrators will conduct instructional walk through observation to insure compliance with this strategy and provide feedback to teachers. ➤ Teachers will receive immediate feedback and suggestions from observations. The CCSD Observation Log will be used as a measure to track performance <p><i>D. Mitchell, L. Chevis, W. Sheats, C. Thompson, J. Logan</i></p>
Provide professional development on science content and on best instructional strategies.	Teachers-L. Chevis, Principal-W. Sheats, AP-C. Thompson	July 2008	<ul style="list-style-type: none"> ➤ Professional development will assist teachers in effectively using resources, improving instructional delivery, and analyzing data. ➤ Professional development opportunities will be provided by CCSD and school on various topics including technology, book studies, Bloom's Taxonomy, and data analysis. <p><i>W. Sheats, C. Thompson, CCSD Curriculum and Instruction</i></p>
Develop daily flexible science groups to meet students' curricular and instructional needs.	Teachers-L. Chevis, D. Mitchell, and J. Logan AP-C. Thompson	August 2008	<p>The school schedule will reflect a daily class period for flex groups for which 50 minutes a week will be allocated to science. Flex grouping in science supports the achievement of this goal.</p> <ul style="list-style-type: none"> ➤ Deficiency areas on science concepts will be addressed by using PACT Coach and PACT PUSH Toolkit. ➤ Test analysis that show high missed items will be reviewed and retaught. ➤ Administrators will conduct instructional walk through observation to insure compliance with this strategy and provide feedback to teachers. ➤ Documentation will be: Observation logs with feedback, Flex Grouping schedule, master schedule, and lesson plans <p><i>W. Sheats, C. Thompson, J. Logan, D. Mitchell, L. Chevis</i></p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 4: By April 1, 2009, 50% of the students in grade 8 will demonstrate a mastery score of 77% or higher on each of the 3 social studies unit-based benchmark assessments generated from the textbook test generator.

Note: Textbook published by Capital City is state adopted and correlated to the SC Standards.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Integrate ELA and Social Studies instruction by utilizing the technology based reading program, Read About, at least 50 minutes a day.	Teachers- ELA Teacher, H. Taylor Principal-W. Sheats	Sept. 2008	The Student Knowledge Report from ReadAbout will be analyzed weekly to identify strengths and weaknesses. <ul style="list-style-type: none"> ➤ Class schedules will indicate ReadAbout instruction ➤ Reports will be a part of ELA and Social Studies data portfolio. ➤ ReadAbout instruction will be implemented during an extended ELA period for 50 minutes a day, focusing on reading material that integrates with Social Studies theme of study. ➤ Administrators and Lead Teacher will conduct weekly classroom observations to determine implementation of ReadAbout strategies. ➤ Teachers will receive immediate feedback and suggestions from observations. The CCSD Observation Log will be used as a measure to track performance. <i>ELA Teacher, H. Taylor</i>
Use interactive notebooks to introduce, teach and enhance social studies instruction.	Teacher- H. Taylor Principal-W. Sheats AP-C. Thompson	August 2008	Interactive notebooks will be reviewed biweekly by the social studies teachers with monthly data on vocabulary averages from the ReadAbout Grading Report and classroom vocabulary quizzes. <ul style="list-style-type: none"> ➤ Daily vocabulary study will be incorporated into the social studies instruction. ➤ Administrators will conduct instructional walk through observation to ensure compliance with this strategy and provide feedback to teachers. ➤ Documentation: Inte Grade Pro Grade Book, observation logs of presence of word walls and

			<p>notebooks.</p> <p><i>H. Taylor, W. Sheats, C. Thompson</i></p>
Develop and administer formative assessments using the Test Generator provided by the publisher, Capital City.	Teacher- H. Taylor	September 2008	<ul style="list-style-type: none"> ➤ Students will be assessed weekly using quizzes, teacher observation, and notebooks ➤ The analysis of these formative assessments will determine student knowledge and drive teacher instructional decisions ➤ Documentation will include: social studies notebooks, quizzes, and Integrate Pro grade book. <p><i>H. Taylor, W. Sheats, C. Thompson</i></p>
Employ a variety of teaching strategies that have proven to be successful and that are outlined in CCSD's Coherent Curriculum.	Teachers - H. Taylor L. Smart Principal-W. Sheats AP-C. Thompson		<p>The following teaching strategies will be used to support achieving this goal:</p> <ul style="list-style-type: none"> ➤ The use of graphic organizers ➤ Word Walls will be utilized as an instructional tool. ➤ Daily summarizations ➤ Daily focused question ➤ Nonfiction Cold Read Passages ➤ PACT PUSH Toolkit (CCSD) ➤ Team Teaching with TECH teacher ➤ Administrators will conduct instructional walk through observations to ensure compliance of this strategy and provide feedback to teachers. ➤ Documentation will be: Observation logs with feedback and lesson plans <p><i>H. Taylor, L. Smart, W. Sheats, C. Thompson</i></p>
Develop a weekly flex period to meet students' instructional needs in social studies.	Principal-W. Sheats AP-C. Thompson Lead Teacher-J. Logan	August 2008	<p>The school schedule will reflect a daily class period for flexible groups for which 50 minutes a week will be allocated to social studies. Flexible grouping in social studies supports the achievement of this goal.</p> <ul style="list-style-type: none"> ➤ Deficiency areas on social studies concepts will be addressed by using PACT Coach and PACT PUSH Toolkit. ➤ Test analysis that show frequently missed items will be reviewed and retaught. ➤ Administrators will conduct instructional walk through observations to ensure compliance with this strategy and provide feedback to teachers. ➤ Documentation will be: Observation logs with feedback, Flex Grouping schedule, master schedule, and lesson plans <p><i>H. Taylor, W. Sheats, C. Thompson</i></p>

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1:

The principal will provide instructional resources and leadership to ensure by April 1, 2009, 60% of students in grades 6, 7, and 8 will increase at least one grade level on Initial Reading as measured by the STAR Assessment. NOTE: STAR assessments will be administered in September 2008 and March 2009. *(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Conduct a minimum of three instructional walk through observations a week.	W. Sheats Principal	August 2008	<ul style="list-style-type: none"> ➤ Written feedback will be left with the teacher after each observation. ➤ Weaknesses will be addressed in one-on-one conference and through professional development selections. ➤ Documentation will be kept through CCSD's observational logs. Administrators and Lead Teacher will conduct weekly classroom observation to determine implementation of Read About strategies <i>W. Sheats, C. Thompson</i>
Ongoing professional development will be provided on balanced literacy instruction.	W. Sheats Principal	August 2008	<ul style="list-style-type: none"> ➤ Professional development on the balanced literacy components will address weaknesses as indicated by instructional observations and data analysis. ➤ Agendas and handouts will be the indicators of support. ➤ Instructional calendars, teachers' web page and lesson plans will indicate content specific Balanced Literacy components. ➤ Administrators will conduct instructional walk through observations to insure compliance with this strategy and provide feedback to teachers. ➤ Teachers will receive immediate feedback and suggestions from observations. The CCSD Observation Log will be used as a measure to track performance.

			<i>W. Sheats, C. Thompson</i>
Allocate time in the master schedule for collaborative planning to reinforce implementation of sound instructional practices.	W. Sheats Principal	September 2008	<ul style="list-style-type: none"> ➤ Common Team Planning ➤ Establishing Instructional Leadership Team and providing for regular department meetings ➤ Administrators will monitor and facilitate all team meetings, focusing on best practices in instruction and curriculum. ➤ Team Leaders will be required to submit agendas, notes, and attendance rosters.
			<i>W. Sheats, C. Thompson</i>
Insure that material resources are provided such as: additional AR text, AR Tests for current collection, site licenses, computer assisted software and classroom libraries.	W. Sheats, Principal	August 2008	<p>Determine additional resources needed by teachers to fully implement instructional program.</p> <ul style="list-style-type: none"> ➤ Allocate funds through budgetary process in order to purchase needed resources. ➤ Order and distribute resources in a timely matter ➤ Documentation will include budget purchase request and list of resources added during the 2008-2009 school year.
			<i>W. Sheats, C. Thompson</i>
Allocate time in the master schedule for flexible group/RIT Instruction.	W. Sheats, Principal	August 2008	<p>The school schedule will reflect a daily class period for flexible groups in grades 6, 7, and 8. Flexible grouping in ELA, Math and Science supports the achievement of this goal.</p> <ul style="list-style-type: none"> ➤ Deficiency strands in subjects will indicate grouping of students. ➤ Students will receive specific instruction based on RIT Levels. ➤ Students will receive Flex Grouping instruction at least three times a week for a 50 minute period.
			<i>W. Sheats, C. Thompson</i>

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2:

Through on-going data analysis and monitoring:

1. By April 1, 2009, 50% of students in grades 6th and 7th will demonstrate mastery in math by increasing one or more RIT Band levels as indicated on the spring 09 MAP assessment as compared to Fall 08 MAP Assessment.
2. By April 1, 2009, 50% of students in grades 6 and 7 will demonstrate a mastery score of 77% or more on each of the 3 science unit-based assessments. **Note: Science unit-based assessments are taken from the 2008-2009 Charleston County School District Coherent Curriculum and are identified as developed using the South Carolina Science Standards. Assessments are correlated to the South Carolina Science Standards.**
3. By April 1, 2009, 50% of the students in grade 8 will demonstrate a mastery score of 77% or higher on each of the 3 social studies unit-based assessments generated from the textbook test generated. (Textbook is correlated to the SC Standards).

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Meet with middle school team the first Wednesday of each month to analyze data.	Principal-W. Sheats AP-C. Thompson J. Logan-Lead Teacher	August 2008	The monthly reports from ReadAbout, Successmaker, and classroom assessments, MAP Assessments and District and Unit test will be analyzed to identify students' weaknesses. Instruction will be modified and differentiated to ensure mastery of State objectives. <ul style="list-style-type: none"> ➤ Analysis of the data will be shared with teachers at Team Meetings and teachers will be expected to make adjustments to instruction based on this analysis. ➤ Teachers will develop instructional strategies based on the data analysis. ➤ Documentation will include reports from AR and Read About, Successmaker and MAP. ➤ Classroom assessments and unit benchmark test will be analyzed by using Integrate Pro. <p><i>W. Sheats, C. Thompson, J. Logan</i></p>

Create a Data Room to track school wide academic progress toward achievement of goals.	Principal-W. Sheats AP-C. Thompson	Sept. 2008	<p>Data Room will allow teachers to observe increases and decreases in students' achievement, giving them a focus for instruction.</p> <p>Data will be displayed with charts and graphs and will include data from PACT, MAP, Discipline Referrals, attendance, STAR Assessment and the 25 Book Campaign. Data will be analyzed by grade, subject and individual results.</p> <p>Documentation will be graphs and charts displayed in the data room.</p> <p><i>W. Sheats, C. Thompson, J. Logan</i></p>
Conduct conferences with teachers monthly regarding student assessment portfolios.	Principal-W. Sheats	Sept.2008	<p>Students will have an assessment portfolio of all their test data. The monthly monitoring of reports from ReadAbout, Successmaker and classroom assessments will be use to identify areas of weaknesses and strengths with the student. Two to three goals will be set with the student and logged in their assessment portfolio by the teacher. Documentation will include conference times and dates and samples of student assessment portfolios.</p> <p><i>W. Sheats, C. Thompson, J. Logan</i></p>
Provide professional development on data analysis for teachers.	Principal-W. Sheats		<p>Teachers will receive professional development on data analysis on CCSD allocated PD days, school planning days, and during planning periods.</p> <p>Teachers will track students' progress by compiling data in a data notebook.</p> <p>Documentation will include handouts from professional development and data notebooks.</p> <p><i>W. Sheats, C. Thompson, J. Logan</i></p>

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1: By April 1, 2009, 50% of students in grades 6th and 7th will demonstrate mastery in math by increasing one or more RIT Band levels as indicated on the fall and spring MAP Assessment. (The goal will be modified based on the 2008 PASS Math)

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The Academic Support Team will conduct at least 2 scheduled visits to the school, observing classroom instruction in ELA, math, and science classes and provide feedback and guidance to school administration.	Learning Specialist, Betsy Reidenbach	09/08	At the conclusion of each visit, the Academic Support team will conduct a debriefing with school administrators as well as provide specific written feedback (Summary reports and observations forms) on the implementation of specific strategies stated for student achievement goal for math. Information on instructional delivery, classroom environment, and level of rigor in standards-based instruction will also be gathered during these observations and shared with administrators. Betsy Reidenbach, Learning Specialist
2. Meet with school administration quarterly to monitor the progress of the FSRP goals.	Asso. Superintendent, Terri Nichols	10/08	The Associate Superintendent will have scheduled meetings with the school administration to review data, discuss timeline implementation and discuss what district supports may be necessary to meet achievement goals. Observation logs, meeting summaries, and calendars will be used for documentation. Terri Nichols
Provide assistance with development of assessments needed to analyze levels of achievement in math.	Learning Specialist, Betsy Reidenbach	09/08	District level benchmark assessments will be provided in and math. Support for developing common assessments for math units. Copies of benchmark tests, common assessments and

	Coordinators, Jeri Calhoun, Melesia Walden, Shannon O'Brien		schedules of when administered. Betsy Reidenbach
Provide assistance with analysis of math DATA and program effectiveness throughout the year as needed.	Learning Specialist, Betsy Reidenbach Instructional Coordinators, Jeri Calhoun, Melesia Walden, Shannon O'Brien	09/08	Learning Specialist and Instructional Coordinators will schedule meetings with Teacher Curriculum Teams and the leadership team at strategic times during the year to monitor achievement in the math goals and offer advice on program /instructional considerations as needed. This will be monitored through agendas and meeting notes. Betsy Reidenbach
Provide in-school and district level Professional Development as needed in the Student Achievement goal in math.	Learning Specialist, Betsy Reidenbach Instructional Coordinators, Jeri Calhoun, Melesia Walden, Shannon O'Brien	09/08	Learning Specialist and Instructional Coordinators will schedule professional Development with the faculty, Teacher Curriculum Teams and the leadership team as appropriate as well as work with individual teachers using a collaborative coaching model to help teachers develop specific skills needed to implement strategies in the Student Achievement goal of math. Documentation will include agendas, conference notes, sign-in sheets. Betsy Reidenbach

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2 By April 1, 2009, 60% of students in grades 6, 7, and 8 will increase at least one grade level on Initial Reading as measured by the STAR Assessment skills. NOTE: STAR assessments will be administered in September 2008 and March 2009.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The Academic Support Team will conduct at least 2 scheduled visits to the school, observing classroom instruction in ELA classes and provide feedback and guidance to school administration.	Learning Specialist, Betsy Reidenbach	09/08	At the conclusion of each visit, the Academic Support team will conduct a debriefing with school administrators as well as provide specific written feedback (Summary reports and observations forms) on the implementation of specific strategies stated for Student achievement goal for reading. Information on instructional delivery, classroom environment, and level of rigor in standards-based instruction will also be gathered during these observations and shared with administrators. Documentation includes summary reports, observation forms, and visitation schedule. Betsy Reidenbach, Learning Specialist
2. Meet with school administration quarterly to monitor the progress of the FSRP goals.	Asso. Superintendent, Terri Nichols	10/08	The Associate Superintendent will have scheduled meetings with the school administration to review data, discuss timeline implementation and discuss what district supports may be necessary to meet achievement goals. Observation logs, meeting summaries, and calendars will be used for documentation. Terri Nichols
Provide assistance with development of assessments needed to analyze levels of achievement in reading and writing.	Learning Specialist, Betsy Reidenbach Instructional Coordinators, Jeri Calhoun,	09/08	Support for developing assessments will be given for reading and science throughout the year to grade levels as requested or needed. Betsy Reidenbach

	Melesia Walden, Shannon O'Brien		
Provide assistance with analysis of reading DATA including Successmaker reports and program effectiveness throughout the year as needed.	Learning Specialist, Betsy Reidenbach Instructional Coordinators, Jeri Calhoun, Melesia Walden, Shannon O'Brien	09/08	Learning Specialist and Instructional Coordinators will schedule meetings with Teacher Curriculum Teams and the leadership teams at strategic times during the year to monitor achievement in the goal area of reading as well as Successmaker reports and offer advise on program /instructional considerations as needed. This will be monitored through agendas and meeting notes. Betsy Reidenbach
Provide in school and district level Professional Development as needed in the Student Achievement goal in reading. (6 traits Plus 1, Guided Reading, Vocabulary Development)	Learning Specialist, Betsy Reidenbach Instructional Coordinators, Jeri Calhoun, Melesia Walden, Shannon O'Brien	09/08	Learning Specialist and Instructional Coordinators will schedule professional Development with faculties, Teacher Curriculum Teams and the leadership team as appropriate as well as work with individual teachers using a collaborative coaching model to help teachers develop specific skills needed to implement strategies in the student Achievement goal in reading. Documentation will include agendas, conference notes, sign-in sheets. Betsy Reidenbach

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 3: By April 1, 2009, 50% of students in grade 7 will demonstrate a mastery score of 77% or more on each of the 3 science unit-based assessments. **Note: Science unit-based assessments are taken from the 2008-2009 Charleston County School District Coherent Curriculum and are identified as developed using the South Carolina Science Standards. Assessments are correlated to the South Carolina Science Standards.** *(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The Academic Support Team will conduct at least 2 scheduled visits to the school, observing classroom instruction in science classes and provide feedback and guidance to school administration.	Learning Specialist, Betsy Reidenbach	09/08	At the conclusion of each visit, the Academic Support team will conduct a debriefing with school administrators as well as provide specific written feedback (Summary reports and observations forms) on the implementation of specific strategies stated for each Student achievement goal for science. Information on instructional delivery, classroom environment, and level of rigor in standards-based instruction will also be gathered during these observations and shared with administrators. Documentation includes observation forms, summary reports, and schedule of visits. Betsy Reidenbach, Learning Specialist
2 Assist middle school science teachers with inquiry-based, hands-on science instruction.	Instructional Coordinator – Jeri Calhoun	10/08	District personnel will meet with Teacher Curriculum teams to monitor instructional calendars and provide assistance through instructional activities, science notebooks, and the reflective process, and reinforcement of reading across the curriculum. Documentation will include agendas, lesson plans, instructional calendars. Jeri Calhoun, Instructional Coordinator
Provide assistance with development of assessments needed to analyze levels of achievement in reading and writing.	Learning Specialist, Betsy Reidenbach Instructional	09/08	Support for developing assessments will be given for reading and science throughout the year to grade levels as requested or needed.

	Coordinators, Jeri Calhoun, Melesia Walden, Shannon O'Brien		Betsy Reidenbach
Provide assistance with analysis of science data and program effectiveness throughout the year as needed.	Learning Specialist, Betsy Reidenbach Instructional Coordinators, Jeri Calhoun, Melesia Walden, Shannon O'Brien	09/08	Learning Specialist and Instructional Coordinators will schedule meetings with Teacher Curriculum Teams and the leadership teams at strategic times during the year to monitor achievement in the goal area of science and offer advice on program /instructional considerations as needed. This will be monitored through agendas and meeting notes. Betsy Reidenbach
Provide in school and district level Professional Development as needed in the Student Achievement goal in science. (Bloom's Taxonomy, Science Best Practice, Technology)	Learning Specialist, Betsy Reidenbach Instructional Coordinators, Jeri Calhoun, Melesia Walden, Shannon O'Brien	09/08	Learning Specialist and Instructional Coordinators will schedule professional Development with the faculty, Teacher Curriculum Teams and the leadership team as appropriate as well as work with individual teachers using a collaborative coaching model to help teachers develop specific skills needed to implement strategies in the student Achievement goals. Documentation will include agendas, conference notes, sign-in sheets. Betsy Reidenbach

FOCUSED SCHOOL RENEWAL PLAN

2008-2009 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Coherent Curriculum – Charleston County’s instruction curriculum guides

Data Room – A designated room in the school, accessible to faculty and administration only, where PACT and MAP data are displayed and analyzed by individual student, class, and grade level.

Interactive Notebooks – A portfolio of class notes from the teacher, textbooks, and other resources that helps students focus on systematically organizing information as they learn.

Item Bank – A collection of assessment items and questions developed by Charleston County School District’s Assessment and Accountability department in English/Language Arts, Mathematics, Science, and Social Studies.

Measures of Academic Progress (MAP) – A computer-based benchmark assessment developed by the Northwest Evaluation Association (NWEA). It is taken by students in grades 2-8 during the fall, winter, and spring of the school year.

Scholastic’s ReadAbout – This computer-assisted instructional program focuses on standards-based nonfiction Science and Social Studies texts and assessments.

SpringBoard – A flexible instructional program developed by the College Board for students in middle school. It incorporates research of what is effective for active and strategic learning in a rigorous curriculum in English/Language Arts and Mathematics.

STAR Assessment – Diagnostic assessment used to identify students reading levels in the Renaissance Program, which includes Accelerator Reader and Accelerator Math.

Successmaker - A computer-assisted instructional program in the areas of Reading, Mathematics, and Science developed by Pearson Digital Learning.